VOLUME 14 INDEX

A

Academy of Human Resource Development (AHRD): contributions to HRD by, 366; ethics/standards development and, 366; fame of, 366–367; mission statement of, 365–367; scholarship and, 366–367

"Accidental Trainers Versus HRD Professionals," 231–234

Action learning, 62, 394

Adult development, 393

Advocacy/social action: feminist research and, 13–14, 31–32. *See also* Organizational change

AHRD Standards on Ethics and Integrity, 366

Alignment job design (AJD) interventions, 217–218, 222, 227

Alignment theory, 216–218

Anecdotal approach, 134–135

Articles: "Conceptualization and Exploration of Composite Career Anchors: An Analysis of Information Systems Personnel," 199–214; "Determining the Relationship Between Drivers' Level of Education, Training, Working Conditions, and Job Performance in Kenya," 265–283; "The Effect of Workplace Gender on Race and Demographic Composition on Hiring Through Employee Referrals," 303–319; "The Effects of Home-Based Teleworking on Work-Family Conflict," 35–58; "An Examination of Learning Transfer System Characteristics Across Organizational Settings," 459–482; "Gender-Based Approach to the Understanding of Leadership Roles Among Retail Managers," 321–342; "The Handling of Nonreponse Error," 99–110; "The Impact on Career Development of Learning Opportunities and Learning Behavior at Work," 159–179; "The Influence of Framing on Attitudes Toward Diversity Training," 245–263; "Learning Orientation and Goal Orientation Context: Relationships with Cognitive and Affective Learning Outcomes," 413–434; "Perceived Social Support from Supervisor and Group Members' Psychological and Situational Characteristics as Predictors of Subordinate Performance in Thai Work Units," 79–97; "Professional Growth Plans: Possibilities and Limitations of an Organizationwide Employee Development Strategy," 59–77; "Results from Organizational Development Interventions in a Technology Call Center," 215–230; "The Role of Employee Reactions in Predicting Training Effectiveness," 397–411; "Supervisory Coaching Behavior, Employee Satisfaction, and Warehouse Employee Performance: A Dyadic Perspective in the Distribution Industry," 435–458; "Translating Training Science into Practice: A Study of Managers' Reactions to Posttraining Transfer Interventions," 181–198; "Using Personality Tests in Leadership Development: Test Format Effects and the Mitigating Impact of Explanations and Feedback," 285–301

Assessment. *See* Evaluation methods; HRD evaluation

ASTD E-learning Handbook: Best Practices, Strategies, and Case Studies for an Emerging Field, The, reviewed, 493–497

Autonomous work team (AWT) interventions, 219, 223–224, 227

B

Bartlett, K. R., "Accidental Trainers Versus HRD Professionals," 231–234

Bell, A., "Informal Learning and the Transfer of Learning: How Managers Develop Proficiency," 369–387

Bhanthumnavin, D., "Perceived Social Support from Supervisor and Group Members' Psychological and Situational Characteristics as Predictors of Subordinate Performance in Thai Work Units," 79–97

Copyright © 2003 Wiley Periodicals, Inc.

Bierma, L. L., "Evaluating AHRD Research Using a Feminist Research Framework," 5–26
Bing, J. W., "Will Human Resource Development Survive?" 239–243
Boyatzis, R., *Primal Leadership: Realizing the Power of Emotional Intelligence*, reviewed, 235–238
Boyce, C., "The Role of Employee Reactions in Predicting Training Effectiveness," 397–411
Brisolara, S., "Invited Reaction: Feminist Inquiry, Frameworks, Feminisms, and other 'F' Words," 27–34
Brooks, K., review by, 235–238
Brown, P. L., *The Innovation Equation: Building Creativity and Risk Taking in Your Organization*, reviewed, 359–363
Byrd, J., *The Innovation Equation: Building Creativity and Risk Taking in Your Organization*, reviewed, 359–363

C

Career anchors: categories of, 201–202; composite, 200–203; conceptualizations of, 200–202; defined, 199; individual impact of, 199–200; organizational usefulness of, 200; outcomes associated with, 202–203; secondary, 200. *See also* Composite career anchors (study)
Career development, learning opportunities/learning behavior and (study): career development concept, 162–164; conclusions, 174–176; future research, 176–177; hypotheses, 165–166, 171–174; instrumentation, 168–170; learning behavior concept, 162; learning behavior impact, 165, 173–175; learning opportunities concept, 161–162; learning opportunities impact, 164–165, 174–175; limitations, 176; means/standard deviations, 171; methodology, 166–170; participants, 167–168; procedures, 166–167; rationale for, 159–160; research model, 160–161; research questions, 160; results, 171–174; terminology, 161–164; theoretical framework, 160–165, 175–176
Career outcomes, 202–203
Career values, 199
Cascio, W. F., "Invited Reaction: The Effects of Alternative Reports of Human Resource Development Results on Managerial Support," 153–158
Chang, W-W., "Considering the Limitation of Etic Approaches in Cross-Cultural Study," 483–485
Change. *See* Organizational change
Chen, H-C., "An Examination of Learning Transfer System Characteristics Across Organizational Settings," 459–482
Coaching: barriers to, 452; conceptualizations of, 437–438; employee commitment and, 452; employee development/satisfaction and, 439, 452, 454; HRD practitioners and, 435, 454; literature review of, 437–439; as new management model, 436; performance improvement and, 439, 452–453; research on, 436–437; skills, 438. *See also* Supervisory coaching behavior, employee response to (study)
Co-optimized systems theory, 217–219
Command-and-control management models, 436
Competency analysis: competency-based systems and, 356; differential psychology and, 353–354; educational/behavioral psychology and, 354; HRD implications of, 356; management science/industrial engineering and, 355; models of, 353–355; subjectivity and, 357; training transfer and, 355
Composite career anchors (study): career outcomes and, 202–203, 210; discussion, 210–213; future research, 212–213; HR practice implications, 212; hypotheses, 203–203; implications, 211–212; measures, 206–207; method, 204–207; procedures, 204–206; purpose, 200; results, 207–210; sample, 204; study limitations, 212
"Conceptualization and Exploration of Composite Career Anchors: An Analysis of Information Systems Personnel," 199–214
"Considering the Limitation of Etic Approaches in Cross-Cultural Study," 483–485
Continuous learning, 59, 379. *See also* Informal learning
"Corporate Ethics: A Learning and Performance Problem for Leaders?" 1–3

Coverage error, 101
Creativity, innovation and, 360
Creatrix model, 359–362
Critical outcome technique, 133–134
Cross-cultural studies: Chinese-U.S. teaching/learning and, 484; emic vs. etic approach to, 483; HRD practice and, 484; limitations of etic approach to, 483–485; meaning vs. understanding and, 485; multinational training and, 484–485
Cseh, M., "Evaluating AHRD Research Using a Feminist Research Framework," 5–26
Culture. *See* Organizational culture

D

Decision making, managerial: assessment information and, 129–131; factors influencing, 129–131; HRD assessment and, 128–129; internal subjective nature of, 128; research on, 131–135; theory of reasoned action model and, 129, 132. *See also* HRD assessment, managerial response to (study)
Declarative knowledge, 416, 418
"Determining the Relationship Between Drivers' Level of Education, Training, Working Conditions, and Job Performance in Kenya," 265–283
Discrimination: corporate leadership and, 6–7; HRD and 5–6; training programs and, 7; in workforce, 6–7
Diversity: feminist research and, 13–20; HRD and 5–6, 22. *See also* Diversity training programs; Employee referrals, effect of gender/race on (study); Workforce diversity
Diversity training programs: backlash and, 256, 258–259; cautions about, 259; competitiveness and, 246; employee attitudes and, 246; framing and, 246–247, 256–259; gender and, 250, 258–259; growth of, 245; HRD practitioners and, 259–260; organizational message and, 256; research on, 246–251; training assignment and, 249–250; training course title/content and, 248–249; training design and, 246; training outcomes and, 250–251; training transfer and, 256, 258–259; workforce diversity and, 245. *See also* Framing, employee attitudes toward diversity training and (study)
Dooley, L. M., "The Handling of Nonresponse Error," 99–110

E

Editorial: "Corporate Ethics: A Learning and Performance Problem for Leaders?" 1–3; "Fame as an Honorable HRD Scholar," 365–367; "On Playing Second Fiddle," 123–125; "Will Human Resource Development Survive?" 239–243
"Effect of Workplace Gender on Race and Demographic Composition on Hiring Through Employee Referrals, The," 303–319
"Effects of Alternative Reports of Human Resource Development Results on Managerial Support, The," 127–151
"Effects of Home-Based Teleworking on Work-Family Conflict, The," 35–58
E-learning: definition of, 493; functions of, 493; HRD and, 493–494, 496; importance of, 493–494; myths about, 495; organizational issues in, 495
Elkins, S. L., "Transformational Learning in Leadership and Management Positions," 351–357
Ellinger, A. D., "Supervisory Coaching Behavior, Employee Satisfaction, and Warehouse Employee Performance: A Dyadic Perspective in the Distribution Industry," 435–458
Ellinger, A. E., "Supervisory Coaching Behavior, Employee Satisfaction, and Warehouse Employee Performance: A Dyadic Perspective in the Distribution Industry," 435–458
Emic, 483
Emotional intelligence (EI), 235–237
Employee development, supervisors and, 435–436
Employee recruiting: models of, 303; organizational demographics and, 304, 306–308, 314–315; posthiring outcomes and, 316; recruiting source and, 303–304. *See also* Employee referrals
Employee referrals: benefits of, 305; formal/informal sources and, 304; organizational demographics and,

304; usage of, by women/blacks, 305–308, 314–315
Employee referrals, effect of gender/race on (study): background, 306–309; data analysis, 311–312; data collection, 309; discussion, 314–316; future research, 316; hypotheses, 308, 312–314; implications, 315; method, 309–314; methodology, 311; organizational demographics and, 304, 306–308, 314–315; results, 312–314; study limitations, 316; usage of, by women/blacks, 305–308, 314–315
Employees: health of, 37–38, 53; job stressors and, 111, 113; performance of, 35–39. *See also* Employee referrals; Stress management workshops; Supervisory coaching behavior, employee response and (study); Teleworking; Training effectiveness, employee reactions and (study); Work-family conflict
Enos, M. D., "Informal Learning and the Transfer of Learning: How Managers Develop Proficiency," 369–387
Errors, in research: coverage error, 101; measurement error, 101; nonresponse error, 101; sampling error, 101. *See also* Nonresponse error, in HRDQ (study)
Ethics: corporate, 1–2; HRD and, 2; newspaper vs. research reports of, 1–2; organizational performance and, 2
Etic, 483
"Evaluating AHRD Research Using a Feminist Research Framework," 5–26
Evaluation. *See* HRD program evaluation; HRD training program evaluation results, manager response to (study)
Evaluation methods: anecdotal approach, 134–135; critical outcome technique, 133–134; utility analysis, 132–133. *See also* HRD training program evaluation results, manager response to (study); Training evaluation
"Examination of Learning Transfer System Characteristics Across Organizational Settings, An," 459–482
Expectancy, definition of, 269
Expectancy theory, 269–270
Exploratory learning, 62

F

"Fame as an Honorable HRD Scholar," 365–367
Feature: "The Effects of Alternative Reports of Human Resource Development Results on Managerial Support," 127–151; "Evaluating AHRD Research Using a Feminist Research Framework," 5–26; "Informal Learning and the Transfer of Learning: How Managers Develop Proficiency," 369–387; "Invited Reaction: Feminist Inquiry, Frameworks, Feminisms, and other 'F' Words," 27–34; "Invited Reaction: Informal Learning and the Transfer of Learning: How Managers Develop Proficiency," 389–395; "Invited Reaction: The Effects of Alternative Reports of Human Resource Development Results on Managerial Support," 153–158
Feminist research: AHRD review of, 9–10; asymmetrical power relations and, 13, 31; characteristics of, 10–14; examples, 15; experiences/lives of women and, 10, 13, 29–30; feminist framework and, 9–14, 19, 29–32; future directions and, 32–33; gender/diversity and, 13, 30; language/naming and, 13, 22; questions about, 32–33; social action and, 13–14, 31–32; traditional scientific iniquiry and, 10, 30–31. *See also* HRD research, feminist inquiry and (study)
Fenwick, T. J., "Professional Growth Plans: Possibilities and Limitations of an Organizationwide Employee Development Strategy," 59–77
Forced-choice personality tests, 286–288
Forum: "Accidental Trainers Versus HRD Professionals," 231–234; "Considering the Limitation of Etic Approaches in Cross-Cultural Study," 483–485; "Shaping the Future: Writing Up the Method on Qualitative Studies," 343–349; "Stress Audits as a Precursor to Stress Management Workshops: An Evaluation of the Process," 111–116; "Transformational Learning in Leadership and Management Positions," 351–357; "Why Don't Organizations Pay Attention to (and Use) Findings from the Science of Training?" 487–492
Framing: cautions about, 259; decision making and, 246; definition of, 246; impact of message and, 246–247; organizational communication and, 247; research on, 246–251; training

assignment and, 249–250; training course content/title and, 248–249; training effectiveness and, 247; training outcomes and, 250–251. *See also* Framing, employee attitudes toward diversity training and (study)
Framing, employee attitudes toward diversity training and (study): conclusion, 260; data collection, 252; discussion, 259; hypotheses, 251, 256, 258; impact of framing and, 256, 258; impact of gender and, 258; instrumentation, 252–254; interaction between framing/gender and, 258–259; limitations, 260; method, 251–255; participants, 251–252; purpose, 251; results/interpretation, 255–259; statistical analyses/design, 254–255. *See also* Diversity training programs; Framing

G

Gender: diversity training programs and, 250, 258–259; earnings and, 6–7; HRD and, 5–6; leadership behavior and, 322; perceived social support of supervisor and, 82; power relations and, 7; training programs and, 7; work-family conflict and, 37, 53; workforce issues and, 6. *See also* Employee referrals, effect of gender/race on (study); Feminist research; Women
"Gender-Based Approach to the Understanding of Leadership Roles Among Retail Managers," 321–342
Global competition, 397
Goal orientation: as bidimensional vs. multidimensional construct, 414; conception of ability and, 414; context, 419; individual differences and, 414; research on, 413–414. *See also* Learning orientation, goal orientation context and (study)
Goal-setting interventions, 182
Goleman, D., *Primal Leadership: Realizing the Power of Emotional Intelligence*, reviewed, 235–238
Group learning, 394

H

Hall, R. J., "The Role of Employee Reactions in Predicting Training Effectiveness," 397–411
"Handling of Nonresponse Error, The," 99–110
Harland, L. K., "Using Personality Tests in Leadership Development: Test Format Effects and the Mitigating Impact of Explanations and Feedback," 285–301
Hatcher, T., "On Playing Second Fiddle," 123–125
Hendricks, W., "The Effect of Workplace Gender on Race and Demographic Composition on Hiring Through Employee Referrals," 303–319
Hertenstein, E. J., "Learning Orientation and Goal Orientation Context: Relationships with Cognitive and Affective Learning Outcomes," 413–434
High-involvement work process (HIWP) interventions, 218, 223, 227
Hinton, B. E., "Determining the Relationship Between Drivers' Level of Education, Training, Working Conditions, and Job Performance in Kenya," 265–283
Hiring. *See* Employee recruiting
Holladay, C. L., "The Influence of Framing on Attitudes Toward Diversity Training," 245–263
Holton, E. F. III, "An Examination of Learning Transfer System Characteristics Across Organizational Settings," 459–482;
HRD interventions: psychology-based, 195; results-based information on, 156–157; transfer of training and, 182–183. *See also* Posttraining transfer interventions
HRD professionals: accidental trainers and, 231–233; competencies/qualifications of, 232–233; information technology and, 232; playing second fiddle and, 123–125
HRD program evaluation: deficits in, 154; reasons for, 154; theory-based approach to, 154. *See also* HRD training program evaluation results, manager response to (study)
HRD program evaluation information: abstractness of, 131; complexity of, 131; impact credibility and, 130; perceived ease of use of, 129–130; perceived usefulness of, 130–131; presenting managers with, 155–156; source credibility and, 129–130. *See also* Evaluation methods
HRD research: AHRD conference on, 5; assumptions of, 7; credibility of, 99–100;

diversity issues and, 5–6, 22; effective, 8; external validity/generalizability and, 100–102, 107; feminist issues and, 7; gender and, 5–6, 22; key issues in, 5–6; language/naming and, 22; methodolgical standards for, 100; organizational change and, 22; power issues and, 22; social science research and, 100; sources of error and, 100–101; studies on, 5; work-family conflict and, 39–40. *See also* HRD research, feminist inquiry (study); Interviewing; Nonresponse error, in HRDQ (study)

HRD research, feminist inquiry and (study): data analysis, 14–15; data sources, 14; discussion, 19–23; feminist framework and, 1–14, 19, 29–32; findings, 15–19; implications, 23–24; limitations, 23; methodology, 9; rationale, 27–29; research questions, 8; theoretical framework, 8–9. *See also* Feminist research

HRD training program evaluation results, manager response to (study): anecdotal evaluation report and, 138; conclusions, 147–150; critical outcome technique report and, 138; decision-making framework for, 128–129; decision-making instrument and, 139–140; discussion, 145–146; evaluation report type, 137–138, 145–146, 148; future research and, 149, 157; hypotheses, 135–136, 143–145; impact-level conditions and, 138–139, 147; implications, 157; instrument design, 137–140; limitations, 149; method, 136–137; organizational culture and, 130, 146–147; perceived ease of use of information and, 129–130, 146; perceived usefulness of information and, 130–131, 141–142; purpose, 135, 147; recommendations, 148–149; related research, 131–135, 155–156; results, 140–145; sample, 136; study design, 136–137; summary of findings, 145, 149; theory of reasoned action model and, 129, 132, 154; utility analysis report and, 137–138

Huint, P., "Translating Training Science into Practice: A Study of Managers' Reactions to Posttraining Transfer Interventions," 181–198

Human resource development (HRD): achieving professional recognition and, 242; challenges to, 239–242; defining, 365; discrimination and, 5–6; diversity and, 5–6, 22; focusing on practice problems/outcomes and, 241–242; future of, 239, 242; importance of, 231; measuring HRD impact/utility and, 240; orienting toward future by, 241; playing second fiddle and, 123–125; professional growth plans and, 75–76; responding to multiple stakeholders and, 239–242; trends in, 239. *See also* HRD research; Workplace HRD

I

"Impact on Career Development of Learning Opportunities and Learning Behavior at Work, The," 159–179

"Influence of Framing on Attitudes Toward Diversity Training, The," 245–263

Informal learning: action learning and, 394; adult development and, 393; as continuous process, 379; experiential learning and, 370–371, 392; group learning and, 394; impact on workplace of, 369–370; informal learning and, 370–371, 374, 379–381; learning transfer and, 371–372, 375, 381, 383–384; measuring impact of, 390; metacognitive skills and, 381–383; proficiency and, 371, 374, 383–384; social learning and, 379–381, 393; transfer climate and, 372, 374–375, 384, 392–393

Informal learning, manager proficiency and (study): conclusion, 384–385; context considerations and, 391–393; continuous learning and, 379; critique of, 389–394; data analyses, 376; discussion, 379–384; formal training and, 370–371; frequently used learning activities and, 375; future research, 384; HRD practitioners and, 384–385, 390; implications, 384, 393–394; learning transfer and, 375, 381, 383–384; literature review, 370–372; measures, 373–374; metacognivite skills and, 381–384; method, 373–379; procedures, 375–376; proficiency and, 374, 383–384; propositions, 379–383; purpose, 370; research questions, 372–373, 377–379; sample, 373; self-report considerations and, 391; setting, 373; social process of learning and, 379–381; transfer climate and, 374–375, 384, 392–393

"Informal Learning and the Transfer of Learning: How Managers Develop Proficiency," 369–387
Information systems (IS) personnel, career anchors of. *See* Composite career anchors (study)
Information technology (IT): accidental trainers in, 231–232; HRD professionals and, 232. *See also* Technology centers
Innovation: creativity and, 359; Creatrix model and, 359–362; definition of, 359; organizational barriers to, 361; risk taking and, 359–360; strategy for building, 362
Innovation Equation: Building Creativity and Risk Taking in Your Organization, The, reviewed, 359–363
Interviewing: conceptual framework and, 118–119; model building/testing and, 119; procedural issues and, 120; research design and, 119, 121; structured protocols for, 119–120; theoretical/methodological issues and, 118
"Invited Reaction: Feminist Inquiry, Frameworks, Feminisms, and other 'F' Words," 27–34
"Invited Reaction: Informal Learning and the Transfer of Learning: How Managers Develop Proficiency," 389–395
"Invited Reaction: The Effects of Alternative Reports of Human Resource Development Results on Managerial Support," 153–158

J

Job performance: as career outcome, 203; ethics and, 2; expectancy theory and, 269–270; literature review on, 80; measures of, 80; organizational learning and, 59; orientations to, 80; perceived social support of supervisor and, 82; performance appaisals and, 203; personality tests and, 287; teleworking and, 38–39; work-family conflict and, 35–36. *See also* Organizational performance; Subordinate performance
Job performance, of road transport workers in Kenya (study): background, 266–267; data analysis, 275–276; data collection, 275; discussion, 279–281; further research, 281; hypotheses, 268, 279; implications, 280–281; literature review, 268–270; method, 273–274; performance improvement theories and, 270–273; pretest of instruments, 274–275; problem statement, 267–268; purpose, 279; research questions, 268; results, 276–279; sample size/techniques, 274; study population, 274
Job satisfaction: as career outcome, 203; coaching and, 439; of technology center employees, 216–219, 224–227
Job stress. *See* Stress management workshops

K

Kehrhahn, M. T., "Informal Learning and the Transfer of Learning: How Managers Develop Proficiency," 369–387; "Will Human Resource Development Survive?" 239–243
Keller, S. B., "Supervisory Coaching Behavior, Employee Satisfaction, and Warehouse Employee Performance: A Dyadic Perspective in the Distribution Industry," 435–458
Keown-Gerrard, J. L., "Stress Audits as a Precursor to Stress Management Workshops: An Evaluation of the Process," 111–116
Kim, H-S., "Gender-Based Approach to the Understanding of Leadership Roles Among Retail Managers," 321–342
Kirkpatrick's evaluation criteria, 397–399
Kline, T., "Stress Audits as a Precursor to Stress Management Workshops: An Evaluation of the Process," 111–116
Knight, J. L., "The Influence of Framing on Attitudes Toward Diversity Training," 245–263
Kosarzycki, M. P., "Why Don't Organizations Pay Attention to (and Use) Findings from the Science of Training?" 487–492

L

Leaders: emotional resources of, 235; supportive role of, 124–125. *See also* Managers
Leadership: brain research and, 237; emotional intelligence and, 235–237; increase of women in, 322; organizational

importance of, 321; playing second fiddle and, 124–125; primal, 235–237; self-directed learning and, 236
Leadership development: costs of, 285–286; employee participation and, 299; increase in, 285; needs assessment and, 286; personality tests and, 286; reasons for, 286; 360 degree feedback and, 298–299. *See also* Leadership development, personality tests and (study)
Leadership development, personality tests and (study): future research, 300; hypotheses, 289, 294–295; impact of explanations and, 289–290; impact of feedback and, 290, 300; implications, 298–299; limitations, 299; method, 290–293; participants, 290–291; perceptions of accuracy and, 288, 293, 297–299; perceptions of respectfulness and, 289, 293, 297–299; perceptions of usefulness and, 288, 293, 297–299; procedure, 291–293; results, 294–296
Leadership functions model, 323–325
Leadership roles: gender and, 322, 325–326, 338; Quinn's leadership functions model and, 323–325, 336, 338. *See also* Leadership roles, gender-based approach to (study); Leadership styles
Leadership roles, gender-based approach to (study): analysis/results, 322–326; data, 328; discussion/conclusion, 336–338; future research, 338–339; gender differences and, 325–326, 332, 335–338; hypotheses, 326; implications, 337–338; job characteristics and, 327, 332, 336–337; leadership roles, 323–326, 329; leadership styles and, 332, 335–336; limitations, 339; literature review, 323–328; measures, 329–322; method, 328; participants, 328; personal characteristics and, 327–328, 332, 336; personal values and, 326–327, 329, 332, 337–338; personal variables and, 322; Quinn's leadership functions model and, 323–325, 336; research objectives, 322–323; theoretical basis, 322
Leadership styles: gender differences in, 325–326, 332, 335–337; job characteristics and, 327, 335–337; personal characteristics and, 327–328, 337; personal values and, 326–327, 335–338; transactional vs. transformational, 323–324. *See also* Leadership roles
Learning: context of, 160; individual differences and, 160; learning styles and, 238; research on, 487–488; self-directed, 236; social construction theory and, 160. *See also* Action learning; Continuous learning; Exploratory learning; Group learning; Informal learning, manager proficiency and (study); Organizational learning; Self-directed learning
Learning behavior, 165. *See also* Career development, learning opportunities/learning behavior and (study)
Learning opportunities: career development and, 164–165; definition of, 161–162; income and, 164. *See also* Career development, learning opportunities/learning behavior and (study)
Learning organizations. *See* Organizational learning
Learning orientation, goal orientation context and (study): alternative models, 430; conclusion, 432; data analysis, 423–424; declarative knowledge and posttraining self-efficacy, 418–419, 428, 431; discussion, 430–431; goal orientation context and posttraining self-efficacy, 419–420, 426, 428, 431; goal orientation inductions, 422; HRD practitioners and, 415, 431–432; hypotheses, 417–421; hypothetical model, 415–417, 426, 428–430; implications, 431–432; importance of, 415; learning orientation and posttraining self-efficacy and, 417, 428–431; learning orientation and pretraining self-efficacy and, 417, 428; learning orientation-by-goal orientation context and posttraining self-efficacy, 420–421, 429; limitations, 432; measures, 422–423; method, 421–422; midtraining self-efficacy and declarative knowledge, 418, 428; preliminary analyses, 426; pretraining self-efficacy and midtraining self-efficacy and, 417–418, 428; research on, 413–414; results, 424–430; sample, 421; situational-dispositional theory and, 413, 420–421, 430; theoretical background, 414–421; training outcomes and, 414; training/procedure, 421–422
"Learning Orientation and Goal Orientation Context: Relationships with Cognitive and Affective Learning Outcomes," 413–434

Learning orientation model, 415–417
Learning outcomes, 398
Learning styles, 238
Learning transfer: definition of, 371; factors influencing, 459; informal learning and, 371–372, 375, 381, 383–384; metacognitive knowledge and, 382–383; organizational leverage points and, 460–461; proficiency and, 371, 383–384; research on, 459–461; self-efficacy and, 480; theory of, 371–372; transfer climate and, 372, 374–375, 382, 384; transfer of skills and, 372. *See also* Training transfer
Learning transfer system characteristics (study): action-oriented approach to, 460; conclusions, 473, 479–480; data analyses, 466; data collection, 462; diagnostic tools and, 479–480; future research, 480; HRD practitioners and, 479–480; implications, 473, 479–480; leverage points for change and, 460, 479; measures, 462–466; method, 461–466; organizational type and, 461, 466, 468, 479; perceptions of, 479; purpose, 460; research design, 461; research on, 459–461; research questions, 461, 466–473, 479; results, 466–473; sample, 462; in specific organizations, 461, 468–470; supervisor rupport and, 479; training type and, 461, 469, 471–473, 479
Lindner, J. R., "The Handling of Nonreponse Error," 99–110

M

McKee, A., *Primal Leadership: Realizing the Power of Emotional Intelligence*, reviewed, 235–238
Madsen, S. R., "The Effects of Home-Based Teleworking on Work-Family Conflict," 35–58
Management development. *See* Leadership development
Managers: decision-making framework and, 128–129; evaluation modes of, 128; posttraining transfer interventions and, 185–186; utility analysis and, 183–185. *See also* Decision making, managerial; HRD program evaluation results, manager response to (study); Informal learning, manager proficiency and (study); Posttraining transfer interventions, manager reactions to; Supervisors; Supervisory coaching behavior, and employee response (study)
Marsick, V. J., "Invited Reaction: Informal Learning and the Transfer of Learning: How Managers Develop Proficiency," 389–395
Martocchio, J. J., "Learning Orientation and Goal Orientation Context: Relationships with Cognitive and Affective Learning Outcomes," 413–434
Mattson, B. W., "The Effects of Alternative Reports of Human Resource Development Results on Managerial Support," 127–151
Measurement error, 101
Metacognitive knowledge: informal learning and, 381–383; learning transfer and, 382–383; self-regulation and, 382
Motivation: definition of, 268; goal orientation context and, 419; performance and, 268–270; theories of, 269–270;
Motivation maintenance theory, 269
Multinational training, 484–484
Mungania, P., review by, 493–497

N

Nafukho, F. M., "Determining the Relationship Between Drivers' Level of Education, Training, Working Conditions, and Job Performance in Kenya," 265–283
Naquin, S. S., "An Examination of Learning Transfer System Characteristics Across Organizational Settings," 459–482;
Nonresponse error: comparing early/late respondents, 108–109; comparing respondents' characteristics, 109; comparing respondents/nonrespondents, 109; defined, 101; external validity/generalizability and, 100–102, 107; ignoring nonresponse, 109; procedures to address, 101–103, 108–109; research design and, 107; studies on, 101; using days-to-respond as regression variable, 109. *See also* Nonresponse error, in HRDQ (study)
Nonresponse error, in *HRDQ* (study): conclusions, 107; controlling for, 106–108; external validity/generalizability and,

100–102, 107; findings, 104–107; future research and, 108; handling nonresponse and, 108–109; limitations, 108; literature citations, 107–108; methodology, 103–105; problem statement, 102; purpose, 102; recommendations, 108–109; review of procedures, 102–103; sampling procedures, 105, 107. *See also* HRD research; Nonresponse error
Normative personality tests, 286–287

O

Office of the American Workplace (OAW), U.S. Department of Labor, 265
"On Playing Second Fiddle," 123–125
Organizational capacity, 61–62
Organizational change, 22
Organizational culture: managerial decision making and, 130, 146–147; organizational learning and, 62; perceived value of information and, 129–130; training transfer and, 183; work-family conflict and, 37
Organizational demography, 306
Organizational learning: action learning and, 62; complexity of, 60; defined, 61; organizational effectiveness and, 59; organizational environment and, 62; power issues and, 60; processes of, 61, 73; professional development and, 60–63, 72–74; readiness for, 73; typology of, 61, 73. *See also* Learning organizations
Organizational performance: employee role in, 266; high-performance characteristics and, 265–266; OAW guidelines for, 265; organizational survival/effectiveness and, 79; supervisor effects and, 79–80. *See also* Perceived social support from supervisor, and subordinate performance (study)
Organizational roles: champion, 195; interpreter, 195; translator, 195
Organizational training, 397. *See also* Training/development
Ormond, W. E., "Stress Audits as a Precursor to Stress Management Workshops: An Evaluation of the Process," 111–116

P

Paige, D. L., "The Influence of Framing on Attitudes Toward Diversity Training," 245–263
Perceived ease of use, 128
Perceived social support of supervisor (PSSS): assessment of, 81; definition of, 81; gender and, 82, 92; performance and, 82; psychological/situational factors and, 82; studies of, 81–83; subordinate performance and, 81. *See also* Perceived social support of supervisor (PSSS)
Perceived social support of supervisor, and subordinate performance (study): data collection/analysis, 84; discussion, 92–93; future research recomendations, 93–94; HRD implications in Thailand, 94; hypotheses, 83, 87–89; limitations, 94; measures, 84–85; methodology, 83–85; purpose, 83; results, 86–92; sample, 84. *See also* Perceived social support of supervisor (PSSS); Social support (SS); Subordinte performance
"Perceived Social Support from Supervisor and Group Members' Psychological and Situational Characteristics as Predictors of Subordinate Performance in Thai Work Units," 79–97
Perceived usefulness: credibility of reported impact levels and, 130; defined, 128; information source credibility and, 129–130; organizational culture and, 129
Performance: critical performance subsystems and, 271–273; definitions of, 266; individuals and, 271–272; informal learning in, 369–370; levels of, 266–267; mission and, 271–272; motivation and, 268–270; OAW guidelines for, 265; process and, 271–272. *See also* Job performance; Job performance, of road transport workers in Kenya (study); Organizational performance; Subordinate performance
Performance alignment, 266
Performance domains, 271–272
Performance factors, 273
Performance formula, 273
Performance improvement (PI): coaching and, 439; economic theory and, 271; ethics and, 271; key questions about, 271; motivation theories and, 268–270;

OAW guidelines and, 265; psychological framework and, 271; systems theory and, 271; theories, 270; three-legged-stool analogy and, 270–271
Performance orientation: ability and, 414; cognitive interference and, 414; self-regulation and, 414; theories on, 414–415; training outcomes and, 414
Performance outputs, 266
Personality tests: selection testing and, 287–288; employee evaluation and, 286; forced-choice, 286–288; format of, 286–287; leadership development programs and, 286; normative, 286–287; organizational outcomes and, 287; organizational purposes of, 286; perceptions of accuracy and, 288; perceptions of respectfulness and, 289; perceptions of test taker control and, 288–289; perceptions of usefulness and, 288; reactions to, 287–289. *See also* Leadership development, personality tests and (study)
Personality traits, 420–421
Poell, R. F., "The Impact on Career Development of Learning Opportunities and Learning Behavior at Work," 159–179
Polach, J., review by, 359–363
Posttraining transfer interventions: goal-setting, 182; manager reactions to, 185–186; relapse prevention, 182; research studies on, 182; self-management, 182; supervisor support, 183. *See also* HRD interventions
Posttraining transfer interventions, manager reactions to (study): conclusion, 196–197; discussion, 194–196; future research, 195; limitations, 196; materials/manipulations, 187–190; measures, 190–191; method, 186–191; participants, 186–187; procedure, 187; recommendations, 195; research information intervention and, 189; research/practice implications, 194–196; research questions, 186, 192 results, 191–194; study design, 187; supervisor support intervention and, 188; utility analysis and, 189–190, 194, 196;
Potosky, D., "Conceptualization and Exploration of Composite Career Anchors: An Analysis of Information Systems Personnel," 199–214
Power: feminist research and, 13, 31; gender and, 7; HRD research and, 22; organizational learning and, 59; feminist research and, 13, 31; gender and, 7; HRD research and, 22; organizational learning and, 59–60
Primal Leadership: Realizing the Power of Emotional Intelligence, reviewed, 235–238
Professional development: continuous learning and, 59; learning community and, 61–62; management support of, 59; organizational learning and, 60–63, 72–74; professional learning/growth and, 61; professional practice and, 60–61; professional practice and, 60; of women, 7, 15. *See also* Professional growth plans (PGPs); Training/development
Professional growth plans (PGPs): accountability and, 67–68, 71, 74; characteristics of, 60; commitment to learning and, 67; continuous learning and, 66–69, 74; flexibility and, 72, 74; HRD and, 75–76; implementing, 71–72; learning purposes and, 70, 74; learning restrictions and, 69; organizational support and, 71–72; problems with, 69–71; professional autonomy and, 60; professional collaboration and, 68–69; self-affirmation/self-awareness and, 69, 74; supervisory authority and, 71, 74; trust and, 70, 73. *See also* Professional development; Professional growth plans, implementation of (study)
Professional growth plans, implementation of (study): background/subject, 63–64; further research questions, 75–76; interviews, 65–66; limitations, 75; methods, 64–66; practice implications, 75–76; question one: enhancing learning through PGPs, 66–69; question three: implementing PGPs, 71–72; question two: problems with PGPs, 69–71; results, 66–72; theory implications, 72–75. *See also* Professional growth plans (PGPs)
"Professional Growth Plans: Possibilities and Limitations of an Organization-wide Employee Development Strategy," 59–77
Professional learning community, 61–62
Professional learning, 61
Professional practice, 61
Proficiency, 371, 374, 383–384. *See also* Informal learning, manager proficiency and (study)

Q

Qualitative Research Interviewing: Biographic Narrative and Semi-Structured Methods, reviewed, 117–122
Qualititative studies, protocol for: conceptual framework, 343–344; criteria for, 346; data analysis, 345–346; data collection, 345; data manatement, 347; data presentation, 347; discussion, 347; integrity measures, 346; method, 343–347; quality issues, 347–348; sample, 344–345
Quinn's leadership functions model, 323–325, 336
Quinoñes, M. A., "The Influence of Framing on Attitudes Toward Diversity Training," 245–263

R

Racism: *See* Discrimination
Ramakrishna, H. V., "Conceptualization and Exploration of Composite Career Anchors: An Analysis of Information Systems Personnel," 199–214
Recruitment. *See* Employee recruiting
Relapse prevention (RP) interventions, 182–183
"Results from Organizational Development Interventions in a Technology Call Center," 215–230
Reviews: *The ASTD E-Learning Handbook: Best Practices, Strategies, and Case Studies for an Emerging Field*, 493–497; *The Innovation Equation: Building Creativity and Risk Taking in Your Organization*, 359–363; *Primal Leadership: Realizing the Power of Emotional Intelligence*, 235–238; *Qualitative Research Interviewing: Biographic Narrative and Semi-Structured Methods*, 117–122
Risk taking, 360
Rocco, T. S., review by, 117–122; "Shaping the Future: Writing Up the Method on Qualitative Studies," 343–349
Role-conflict theory, 40, 51
"Role of Employee Reactions in Predicting Training Effectiveness, The," 397–411
Rossett, A., *The ASTD E-Learning Handbook: Best Practices, Strategies, and Case Studies for an Emerging Field*, reviewed, 493–497
Roth, G. L., "Fame as an Honorable HRD Scholar," 365–367
Russ-Eft, D. F., "Corporate Ethics: A Learning and Performance Problem for Leaders?" 1–3

S

Saks, A. M., "Translating Training Science into Practice: A Study of Managers' Reactions to Posttraining Transfer Interventions," 181–198
Salas, E., "Why Don't Organizations Pay Attention to (and Use) Findings from the Science of Training?" 487–492
Sampling error, 101
Scientific inquiry, 10, 30–31
Second fiddle, playing, 123–125
Self-directed learning, 61, 236, 394
Self-efficacy: entity view and, 420; factors influencing, 418; Galatea effect and, 416; goal orientation context and, 419; learning transfer and, 480; positive feedback and, 419; training and, 418; training outcomes and, 417–421; volunteerism and, 416
Self-management interventions, 182
Self-regulation, 382
Sexism. *See* Discrimination
"Shaping the Future: Writing Up the Method on Qualitative Studies," 343–349
Shim, S., "Gender-Based Approach to the Understanding of Leadership Roles Among Retail Managers," 321–342
Short, D. C., "Will Human Resource Development Survive?" 239–243
Situational-dispositional theory, 413, 420–421, 430
Social construction theory, 160
Social support (SS): definition of, 81; dimensions of, 81; organizational benefits of, 80–81; studies of, 81–82. *See also* Perceived social support of supervisor (PSSS)
Sociotechnical systems theory, 217
Source credibility, 128–130
Standards. *See* AHRD Standards on Ethics and Integrity
Stress audits: defined, 112; job stressors and, 113; stress management workshops and, 112, 115

Stress audits, and stress management workshops (study): discussion, 115; method, 112–113; purpose, 111; results, 113–115; stress audit results, 113–114; stress process model and, 111–112; stress workshop results, 114–115. *See also* Stress audits; Stress management workshops
"Stress Audits as a Precursor to Stress Management Workshops: An Evaluation of the Process," 111–116
Stress management workshops: employees and, 112; purpose of, 111–112; stress audit approach to, 112, 115; stress coping strategies and, 111–114
Stress process model, 111–112
Subordinate performance: information support and, 82–83, 93; measurement of, 80; perceived organizational support and, 83, 93; perceived social support of supervisor and, 82; perceived work overload and, 82; psychological/situational factors and, 82, 92; self-efficacy and, 82; work locale and, 82–83, 92. *See also* Perceived social support of supervisor (PSSS)
Supervisor support interventions, 183. *See also* Supervisory coaching behavior, employee response to (study)
Supervisors: as coaches, 436; employee development and, 435–436; HRD practitioners and, 435, 454; new management models and, 436. *See also* Managers; Supervisory coaching behavior, and employee response (study)
Supervisory coaching behavior, and employee response (study): coaching behavior measure, 446–447; conceptual framework, 439–440; conclusions, 454; data analysis, 446–451; discussion, 451–453; employee and supervisor perceptions and, 451–452; employee development/satisfaction and, 452, 454; employee performance and, 450–451, 453; future research, 454–455; implications, 454; instrumentation, 441–442; job satisfaction and, 449–450; limitations, 453; literature review, 437–439; prevalance of coaching and, 447–449; purpose, 437; research context, 441; research design, 441–446; research questions, 439, 441; sample and main study implementation, 445–446; survey pretest/implementation, 445
"Supervisory Coaching Behavior, Employee Satisfaction, and Warehouse Employee Performance: A Dyadic Perspective in the Distribution Industry," 435–458
Systems theory, 42, 5, 271

T

Taber, M. E., "The Effect of Workplace Gender on Race and Demographic Composition on Hiring Through Employee Referrals," 303–319
Tan, J. A., "The Role of Employee Reactions in Predicting Training Effectiveness," 397–411
Technology call centers: development of, 215; employees' negative perceptions of, 215–216. *See also* Technology centers organizational interventions in (study)
Technology centers, organizational interventions in (study): alignment job design interventions and, 217–218, 222, 227; alignment theory and, 216–218, 222; autonomous work team interventions and, 219, 223–224, 227; co-optimized systems theory and, 217–219; discussion, 226–227; future research, 227; high-involvement work process interventions and, 218, 223, 227; hypotheses, 216–219, 225; instrumentation, 220–221; interventions, 222–224; job satisfaction and, 216–219, 224–227; limitations, 227; method, 219–224; participants, 220; procedures, 221–222; process improvement teams and, 223; purpose, 216; research on, 216, 226; results, 224–226; setting, 219–220; theoretical framework of, 216–218
Teleworking: defined, 38; design/evaluation of, 35; employee health and, 38; growth of, 38; HRD research and, 39–40; job satisfaction and, 38, 40; productivity and, 38–40
Thailand, organizational research in. *See* Perceived social support from supervisor, and subordinate performance (study)
Theory of Planned Behavior, 400
Theory of reasoned action, 128
Theory X, 323
Theory Y, 323–324
360 degree feedback, 298–299

Three-legged-stool analogy, 270–271
Training/development: accidental trainers in, 231–233; costs of, 487; declarative knowledge and, 418; formal vs. informal, 369–371; framing and, 247–251; global competition and, 397, 485; misconceptions about, 489; organizational challenges for, 489–490; recommendations for, 490; research findings and, 487–489; self-efficacy and, 418; simplistic views of, 489; technology and, 488; transfer climate and, 372, 374–375, 382, 384, 484; of women, 7, 15. *See also* Diversity training programs; Framing, diversity training and (study); HRD evaluation results, manager response to (study); HRD interventions; Informal learning, manager proficiency and (study); Multinational training; Training effectiveness, employee reactions and (study); Training evaluation criteria; Training outcomes; Training transfer
Training effectiveness, employee reactions and (study): cognitive/intention reactions and, 401–403, 405–409; conclusions, 408–409; future research, 408; hypotheses, 401–402, 406; implications, 408; learning and behavior and, 402, 406–409; limitations, 408–409; measures, 402; method, 401–402; overview, 400–401; procedure, 401; research basis, 407; sample, 401
Training evaluation criteria: individual difference variables and, 399–400; Kirkpatrick model of, 397–399; learning outcomes and, 398; training evaluation models and, 398–400; training transfer and, 399–400; variations on Kirkpatrick model of, 399
Training evaluation models, 398–400, 488
Training outcomes: declarative knowledge and, 415–416, 418; dispositional/situational factors and, 413; goal orientation and, 413–414; learning orientation model and, 414–417; performance orientation and, 414; personality traits and, 420–421; self-efficacy and, 415–421. *See also* Learning orientation, goal orientation context and (study)
Training transfer: advances in, 182; competency analysis and, 355; goal orientation and, 407; goal-setting interventions and, 182; importance of, 181; new era of, 196–197; organizational roles in, 195; relapse prevention interventions and, 182; research on, 487–488; research-to-practice interventions for, 195; self-management interventions and, 182; supervisor support and, 183; training evaluation criteria and, 399–400; transfer climate and, 372, 374–375, 382, 384, 488; work environment factors and, 183, 487. *See also* Learning transfer; Training/development; Transfer climate
Trait theory, 420
Transactional leadership, 324
Transfer climate, 372, 374–375, 382, 384
Transfer of learning. *See* Learning transfer; Training transfer
Transformational leadership: definition of, 324; women and, 326
Transformational learning: cognitive-rational approach and, 353; collaborative inquiry and, 353; competency analysis and, 353–355; constructivist thought and, 352; definition of, 351; developmental learning and, 352–353; five-step model of, 352; future research on, 355–357; organizational context and, 353; organizational culture and, 357; research on, 352–353; spiritual-integrative method and, 353; three-phase model of, 351–352
"Translating Training Science into Practice: A Study of Managers' Reactions to Posttraining Transfer Interventions," 181–198

U

"Using Personality Tests in Leadership Development: Test Format Effects and the Mitigating Impact of Explanations and Feedback," 285–301
Utility analysis, 132–133, 183–185

V

Van der Sluis, L.E.C., "The Impact on Career Development of Learning Opportunities and Learning Behavior at Work," 159–179

W

Wengraf, T., *Qualitative Research Interviewing: Biographic Narrative and Semi-Structured Methods*, reviewed, 117–122
"Why Don't Organizations Pay Attention to (and Use) Findings from the Science of Training?" 487–492
"Will Human Resource Development Survive?" 239–243
Women: corporate leadership and, 6, 15, 322; discrimination against, 6; earnings of, 6–7; glass ceiling and, 6–7; HRD research and, 7, 15; lives of, 10, 13, 29–30; networks and, 15; training programs and, 7, 15; transformational leadership by, 326; in workforce, 6. *See also* Feminist research; Gender
Work-family conflict (WFC): children and, 37, 54; constructs, 41; gender and, 37, 54; health effects and, 37–38, 53; HRD research and, 39–40; increase in, 36; job satisfaction and, 40; job type and, 37; marital status and, 37, 53; organizational culture and, 37; performance and, 35–38; sources of, 36; studies on, 36–39; time constraints and, 37, 54. *See also* Work-family conflict, and teleworking (study)
Work-family conflict, and teleworking (study): constructs, 41; data analysis, 44–46; data collection, 43–44; demographics, 48–51, 53–54; discussion, 51–54; future research, 55–56; HRD research and, 39–40; instrumentation, 44; limitations, 54–55; purpose, 36; research methods, 43–46; research questions, 42; results, 46–51; role-conflict theory and, 40–51; sample, 43, 46–48, 52–53; studies on, 39; systems theory and, 42, 52; theoretical framework, 40–42; work strain model and, 42, 52. *See also* Work-family conflict (WFC)
Work-strain model, 42, 52
Workforce diversity: diversity training programs and, 245; recruitment and, 303
Workman, M., "Results from Organizational Development Interventions in a Technology Call Center," 215–230
Workplace HRD: diversity issues and, 5–6; training programs and, 7
Workplace performance. *See* Performance.